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FOREWORD TO TEACHERS

The *Student's Daily Lesson Book in Handwriting* has been used in Detroit for a number of years. Studies show that a few pupils in all grades write very well for their grade. The majority of pupils write fairly well for their grade. However, many pupils in all grades still write very poorly.

Writing is poor for a definite reason. In order to help any pupil effectively improve his writing, the cause for that pupil's poor writing must be discovered by himself or by the teacher and co-operatively recognized by the pupil. Improvement is made when a pupil sees his own deficiencies and attempts to overcome the irregularities in his writing. Seldom are the deficiencies and irregularities of any two pupils the same in any class.

These exercises are prepared to help pupils to discover and to correct irregularities in their handwriting through their own efforts. Each exercise calls attention to the similarity of a certain group of letters and directs pupils to correct definite individual problems.

"The Handwriting Alphabet," which is a new feature, directs the pupil how to make and how to check each small letter, capital letter, and number for correct form.

An additional new feature is the "Position Exercise" which directs the pupil how to manipulate the pen while writing.

Inventory tests are suggested for the discovery of definite problems and to indicate progress.

Four schools have used the exercises in 3A and 5A classes for two semesters. The results have shown the value of the plan of this book.

Since the same letter forms and letter combinations are standard for use in all grades, in school and out, the exercises are applicable in any grade. However, each exercise affords opportunity to the pupil to practice varied content material at his particular grade level.

The procedure for pupil use generally will be determined by the needs of the individuals in the group. It is suggested that 3B through 4A grades proceed in the order given for each exercise. As soon as pupils

can read and can follow directions they may be allowed to progress at their own rate. This plan may also be carried out in other grades for pupils who are below the grade level of achievement.

A second procedure is suggested for pupils in 5B through 6A classes. The test sentence for the exercises may be written by the pupil first. Comparison should be made with the copy and with "To the Pupils" in order to discover definite problems.

Still another plan is suggested. If a pupil's general handwriting—spelling, composition, etc.—shows poor loop letters, that pupil should be asked to work on Exercise 2.

Other uses of this basic material may suggest themselves.

Thus the use of this material is meant to improve general writing among pupils. The teacher uses it best who succeeds in helping pupils to discover learning situations, encourages intelligent practice for desirable mastery of the learning situations discovered, and promotes the development of consciousness on the part of the child to consider the reader of his written work.

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Acknowledgments

Acknowledgment is expressed to the teachers listed below who used the exercises experimentally in their respective classrooms and who through their use contributed practical suggestions.

Special acknowledgment is given to Mr. Manley E. Irwin, *Supervising Director, Division of Instruction*, for his valuable assistance and counsel during the preparation of the material.

ANN AASEN, FLORENCE SOLTAR, and BLANCHE RICHARDS, *Burns School*

MARGARET LOBKER, EURMA TOMLINSON, and ESTHER S. SHERR, *Wilkins School*

FLORENCE HENDRY, *Ellis School*

ALICE FLAHERTY, LEONA KINDE, and MAY LITTLEFIELD, *Parker School*

MARGUERITE FLAGGERT and JULIA F. WEISKOTTEN, *Guest School*

HELEN HOLTZ and RUTH MARTIN, *Hamilton School*

DOROTHY STEPHENS and BEATRICE WISEHART, *Courville School*

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NOTE TO PUPILS

The City of Detroit needs good writers. Your school needs good writers. (There is writing to be done everywhere: writing of letters, notes, reports; writing of numbers, bills, and accounts; writing of records and signatures; writing of all kinds and descriptions. If this writing is poorly done, the time and effort of the reader are wasted.)

(You are judged by the quality, neatness, and appearance of any writing you prepare for others to read whether in school or out.) Business men demand quality 60 (Detroit Handwriting Scale) written at a rate of 70 letters per minute. Some special kinds of work require quality 80 and 90 written very rapidly—70 or more letters per minute. Other vocations are satisfied with a quality between 50 and 60. Your friends are pleased to read letters that are well and neatly written—quality 60, 70, or better. Your school work requires you to write well and rapidly—grade standard or better.

You can teach yourself to be a good writer if you see just what is to be done to improve your work. Just as you correct problems in arithmetic or words in spelling, you can correct letters which are incorrectly made. These exercises and the "Handwriting Alphabet" are prepared for you to use to help you to become the best and most rapid writer possible. In this way you will be helping yourself, your school, and your city.

What Should Be Known by Pupils Who Are to Use This Book

What the Test Will Show You

The first thing to do is to find out just how well you have taught yourself to write at this time. What was the quality and rate on your initial handwriting test? The following table will not only tell you how well you have taught yourself to write thus far, but it will also tell whether you are below grade or are a fair, good, or very good writer for your grade.

To find the rate and quality for a 3B boy or girl look under 3B and you find rate 32 letters per minute and quality 45 (Detroit Handwriting Scale). This would be *Fair* or *Standard* ability. A rate of 36 letters per

minute and quality 50 would be *Good*. A rate of 40 or more and quality 55 or more would be *Very Good*. The rate and quality goals for other grades may be found in the same manner.

TABLE TO SHOW HOW WELL YOU HAVE TAUGHT YOURSELF TO WRITE

Grade	3B	3A	4B	4A	5B	5A	6B	6A	7B	7A	8B	8A
Rate Goal												
Very Good	40	46	52	56	60	64	68	72	76	80	84	88
Good	36	42	48	52	56	60	64	68	72	76	80	84
Fair or Standard	32	38	44	48	52	56	60	64	68	72	76	80
Quality Goal												
Very Good	55	55	60	60	65	65	70	70	75	75	80	80
Good	50	50	55	55	60	60	65	65	70	70	75	75
Fair or Standard	45	45	50	50	55	55	60	60	65	65	70	70

How the Exercises Will Help You

There are sixteen exercises to help you find something to do to improve your writing. The "Position Exercise," page 12, will help you to discover a good way to sit and to handle your pen or pencil so that you can teach yourself a good way to write well, easily, and rapidly. Each exercise may show you some particular writing problem to correct. If you cannot see anything to correct, ask your teacher to help you.

What to Do Each Practice Day

The purpose of each day's practice is to find errors in your writing and to correct them. It is also important to teach yourself to write the corrected forms rapidly. Follow the directions for each exercise. Be sure you find and correct all your errors. When you have done so, you may take the test. This will show how well you have taught yourself.

How to Head Your Test Paper

Each test paper should be headed as shown below. Plan just where you should start to write your name so that the last part will not be crowded. Write your name and grade on another piece of paper. Measure just the space required to do so. Then measure the same distance on the first line of your test paper. In so doing you will know whether you need to start near the middle or to the right of the middle to write your name and grade. Be sure that you make each capital letter correctly.

Place your quality and rate scores on the third line below your test.

SAMPLE HEADING

Mary Allen, 5 B
Nov. 6, 1932
 /

How to Keep Your Record Card

The sample below will show you how to fill in the result of each test on your record card. This 5A pupil took the test for Exercise 1 on March 21. His quality was 55 and rate 60. His goal was *Fair* in quality and *Good* for rate. He corrected the letters *w* and *r*.

Be sure to make your numbers and letters correctly and evenly. See what a good record keeper you can be.

SAMPLE RECORD CARD OF A 5A PUPIL

Date	Ex.	Q	R	Goal								What I Corrected	
				Below Grade		Fair		Good		Very Good			
				Q	R	Q	R	Q	R	Q	R		
3-21	1	55	60			✓			✓			w	r

What Rate of Handwriting Means

(Desirable rate of writing means—)

- (That you know how to make all the letters in the words of the sentence correctly and readily)
- (That you hold your pen in such a manner that it can glide along the lines and write the sentence correctly and readily.)

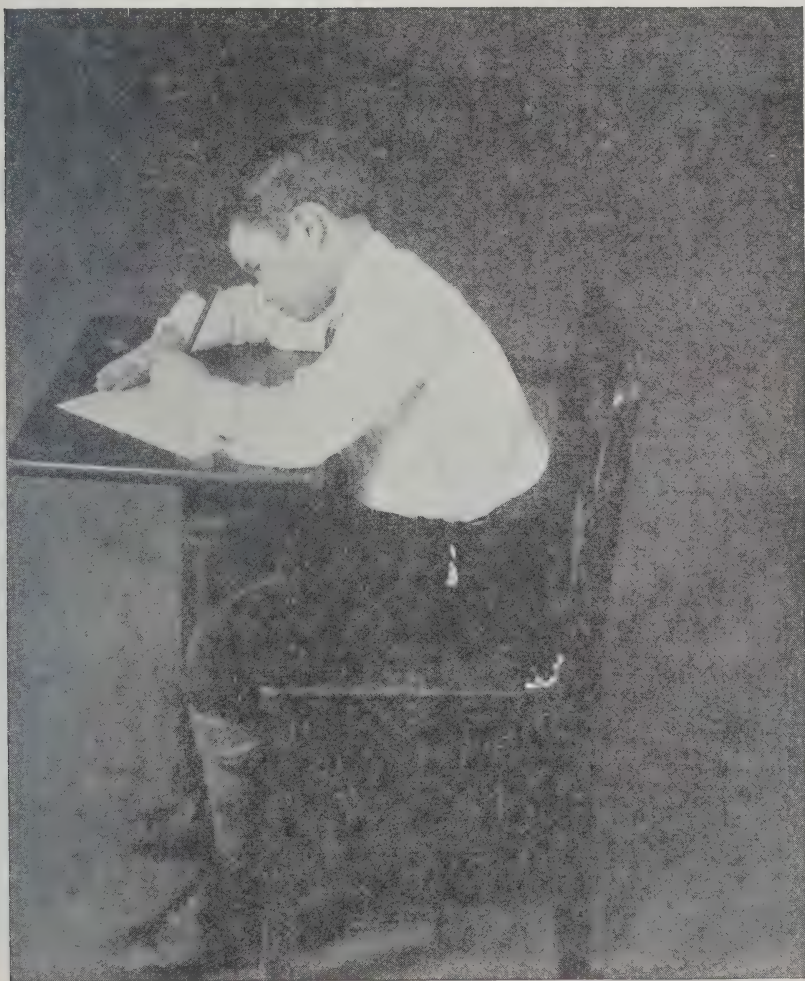
How the Exercises Will Help Your General Writing

When you have completed Exercise 1 take your last spelling or composition paper and see if you made the nine letters correctly in the various words. If you did not, copy your composition or spelling list over and be sure that you have each of the nine letters made correctly each time they are used. The next time you write a composition or use writing in any way, see if you can avoid making the same errors in handwriting that you made the last time. Do the same thing after you complete each exercise.

Remember the most important part is that you use the twenty-six small and capital letters correctly in your spelling, compositions, letters, and in all your writing.

What Left-Handed Pupils Should Do

(Pupils who use the left hand should place the paper tipped in the opposite direction to that of the right-handed child. They should move the paper with the right hand as needed in filling the page of writing. They should also pull the letters down toward the left elbow.) (See picture below.)



LEFT-HANDED PUPILS PLACE THE PAPER IN THE OPPOSITE DIRECTION TO THAT OF RIGHT-HANDED PUPILS. THIS POSITION ENABLES THE PUPIL TO PULL THE DOWN STROKES OF THE LETTERS TOWARD THE LEFT ELBOW.

Position Exercise

To the Pupil

If a boy wishes to be a good ball player, he will want to observe how a good ball player holds the ball to throw it, how he stands when he pitches the ball, and how he stands and handles the bat when batting the ball. If a girl wishes to sew, she needs to know how to sit while sewing, and how to handle the needle, material, and shears. Just so you need to know a good way to sit and to handle your pencil and pen while writing.

It has been found that good writers sit in a well-balanced position while writing. This involves sitting fairly erect, both feet flat on the floor, and both arms on the desk with the elbows near the corners of the desk. Two good positions are shown below. See if you can teach yourself to sit in a good comfortable position while writing by looking at the pictures and by following the directions.



FIGURE 1



FIGURE 2

GOOD HABITS OF POSTURE ARE ACQUIRED AT AN EARLY AGE AND MAINTAINED THROUGH THE GRADES

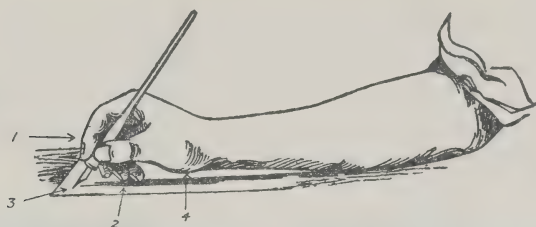


FIGURE 3.—PUPILS ACQUIRE THE HABIT OF HOLDING THE PEN WITH THE THUMB AND FIRST TWO FINGERS. THE HAND RESTS ON THE LAST TWO FINGERS SO THAT IT IS FREE TO MOVE ALONG THE LINE WHILE WRITING.

NOTE.—

1. The body is fairly erect so that both feet are flat on the floor. (See Figures 1 and 2.)
2. The elbows are placed near the corners of the desk.
3. The paper is turned so that the lower left-hand corner is pointing toward the center of the body.)
4. The forearm of the right hand is straight with the sides of the paper.
5. The left hand is placed at the side or near the top of the paper so that it is always ready to hold or to move the paper as needed.
6. The pointer finger, thumb, and second finger hold the pen.
7. The pointer finger is on top of the pen holder. (See arrow 1 in Figure 3.)
8. The last two fingers curl under. (See arrow 2 in Figure 3.)
9. The wrist does not rest on the desk. It may just touch the desk and rest on the last two fingers so that the hand can move along the line while making the letters in the words and sentences you write. (See arrow 4 in Figure 3.)
10. The hand stands up straight. If your hand is standing straight your wrist will be fairly flat and the end of your pen or pencil will be pointing toward your shoulder.)
11. The position of the pen upon the paper while writing. (See arrow 3 in Figure 3.)

How to Move the Paper as You Fill the Page

The left hand should move the paper as needed so that the elbow of the right arm is always near the corner of the desk. (See Figures 4 and 5.) Note the position of the paper when writing near the top of the page and when writing near the bottom of the page.



FIGURE 4



FIGURE 5

PUPILS ACQUIRE THE HABIT OF MOVING THE PAPER ON THE DESK AS NEEDED.

When you are writing on the first half of the page, the paper should be placed as in Figure 4. As the lines are filled, the left hand moves the paper toward the top of the desk. (See Figure 5.)

How to Move Your Hand Along the Line While Writing

If you have taught yourself to hold your pen as in Figure 3, you will be able to write half way across the line with one or two moves of the hand. Figure 6 shows how to move your hand along the line as you write. Figure 7 shows you how the hand reaches to make the loop letters and capital letters.

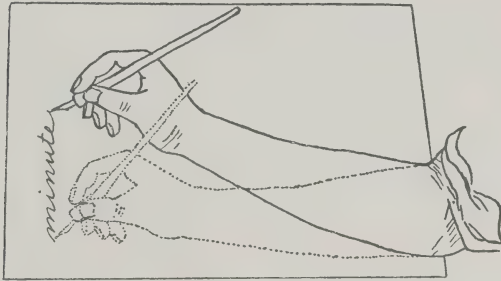


FIGURE 6—THE ABILITY TO MOVE THE HAND ALONG THE LINE WHILE WRITING IS DEVELOPED.

The dotted part shows where the forearm is placed at the beginning of the word. The hand moves along the line as it writes the word and finishes in the position indicated by the solid lines.

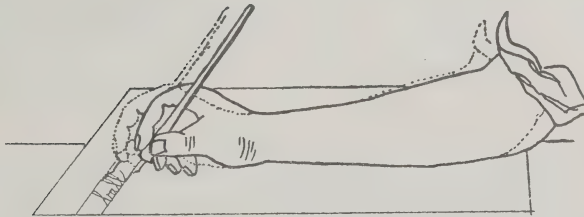


FIGURE 7—THE ABILITY TO REACH THE LOOP LETTERS AND THE CAPITAL LETTERS IS DEVELOPED.

The dotted part shows the position of the forearm when it reaches to make the loop letters and the capital letters. The loop letters below the line are reached in a similar manner.

Can You Do These Things?

1. Can you sit, place your paper, and hold your pen very much like Figures 1, 2, and 3? If you cannot, study the pictures until you are sure you can. You should remember to sit in this manner whenever you write.
2. Do you understand how to move your paper? Can you move your paper as shown in Figures 4 and 5? If you cannot, ask for help.
3. Can you write each of the words below in one move of the hand along the line as is shown in Figure 6? If not, practice until you can.

nine time minute
summer morning

4. Can your forearm stretch to make the loop letters and capital letters as is shown in Figure 7? If not, practice until you can reach them easily. Practice writing the words below. Think of reaching up for the loops and capital letters.

hill little bubble life
Ohio Maine Robert

5. Can your forearm pull down toward your right elbow in the same manner to make the loops below the line in **g**, **j**, **z**, **q**, and **y**? (Figure 7.) If you cannot, practice until you can. Practice the words below and other similar words until you are sure your forearm pulls down in a regular manner to make the loops.

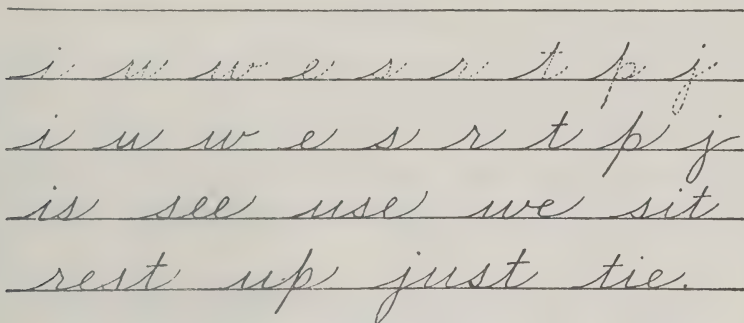
go your zero joy queen

6. Can you remember to do all these things whenever you write? If you can, you will improve both quality and rate of writing.

Exercise 1—Letters Which Start with the Curve-Under-Up Stroke

To the Pupil

Did you ever notice how many letters start with the curve-under-up stroke? There are nine letters which start with this stroke. They are shown below, both by themselves and in words. Look at these letters and see if you notice something new about them.



NOTE THAT—

1. The above letters all start with the under curve.
2. They are all the same size except **t** and **p** which are about a half space above the line.)
3. They all end with the curve-under-up stroke except **j**.
4. They all slant alike.

What to Do

Find your problems and practice to correct them.

1. Write the nine letters once. Did each one start with the curve-under-up stroke like those above? Do your letters slant like those in the second line above?
2. Check each of your letters for *correct form* with the same letters in the "Handwriting Alphabet," page 49. Correct those letters which were not made correctly.
3. Write the words above once. Did you start each one with the curve-under-up stroke? Is each letter made correctly?

4. Make a list of words beginning with each of the nine letters. Did each one start with the curve-under-up stroke? Are they all correctly made?
5. Practice the test sentence until you are sure that you can write it correctly and quickly. Then take a timed test. What quality and rate goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE

He will sit here.

After the test count the number of letters you wrote. Divide that number by two. This is your rate. Score your quality. Find the goal you reached from the table, page 8.

Exercise 2—The Loop Letters above the Line

To the Pupil

There are five letters which are made with the same tall loop. They, too, all start with the curve-under-up stroke. They are shown below by themselves, and in words. Look at these letters and see if you notice something new about them.

l b h k f
l b h k f
little ink home best
black four fine make

NOTE THAT—

1. Each loop starts with a curve-under-up stroke.
2. The first part of each of the five letters is alike.

3. The down stroke of each loop slants down to the line. (See arrows.)
4. The loop in each letter crosses at the same place.
5. Each letter except b finishes with the curve-under-up stroke.
6. Each loop is open and is a space or almost a space tall.

What to Do

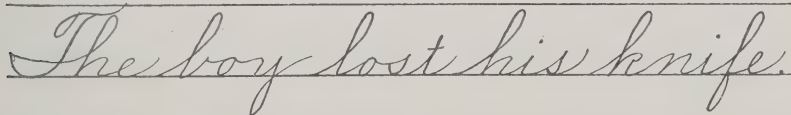
Find your problems and practice to correct them.

1. Write the five loop letters. Did your forearm stretch to make them like Figure 7, page 15? Did all your letters start with the curve-under-up stroke? Did all your letters slant and cross at the same place? (See the arrows in the second line.)
2. Check each of your letters for *correct form* with the same letters in the "Handwriting Alphabet." Correct all letters that you did not make correctly.
3. Write the words above once. Did each of the loop letters start with the curve-under-up stroke? Did they slant and cross correctly?
4. Make a list of ten or more words which contain these five letters. Check each one of the loop letters to see if you made them correctly.
5. Practice the test sentence and see what goal you can reach. Remember to stretch for the loop letters.

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE



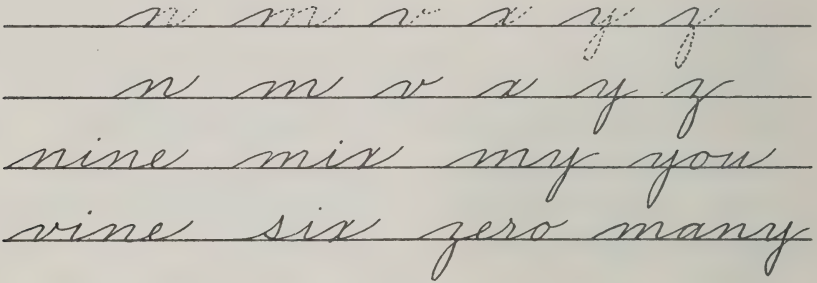
The boy lost his knife.

After the test count the number of letters you wrote. Divide that number by two. This is your rate. Score your quality. Find the goal you reached from the table, page 8.

Exercise 3—Letters Which Start with the Curve-Over-Down Stroke

To the Pupil

There are six letters which start with the curve-over-down stroke like the first part of the letter *n*. They are shown below by themselves, and in words. See if you can see something about these letters that you have not noticed before.



NOTE THAT—

1. The first part of each letter is alike.
2. The down stroke of each part slants the same way.
3. They are all the same size.

What to Do

Find your problems and practice to correct them.

1. Write the six letters once. Did you start each letter with the curve-over-down stroke? Did all your letters slant? Were they all the same size?
2. Check each of your letters for *correct form* with the same letters in the "Handwriting Alphabet." Correct all letters you did not make correctly.
3. Write the words above once. Did you start each of the six letters in the words with the curve-over-down stroke? Are the letters all the same size?
4. Make a list of ten words containing these six letters. Did you make the six letters correctly in all of them?

5. Practice the sentence below until you are sure you can write it correctly and quickly. Then take a timed test. How high a quality and rate goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE

Summer sun is very warm.

After the test count the number of letters you wrote. Divide that number by two. This is your rate. Score your quality. Find the goal you reached from the table, page 8.

Exercise 4—Letters Which Start with the Curve-Over Stroke

To the Pupil

There are six letters which start with the curve-over stroke. They are shown below by themselves and in words. See if you notice something new about these letters.

a d g q o c
a d g q o c
add come queen good
gave moon quiet going

NOTE THAT—

1. All the letters start alike.
2. They all slant the same.
3. They all close at the top except c.
4. They are all the same size except d.

What to Do

Find your problems and try to correct them.

1. Write the six letters once. Did each of your letters start with a curve-over stroke? Do each of your letters slant? Did each of your letters close at the top except c?
2. Check each of your letters for *correct form* with the same letters in the "Handwriting Alphabet." Correct each letter that was not made correctly.
3. Write the words above once. Did you start each of the six letters in the words with a curve-over stroke? Did you close all the letters except c? Do they slant the same?
4. Make a list of two or more words which start with each of the six letters. Check the six letters to see if you made them correctly each time.
5. Practice the test sentence. All the six letters appear. Can you make them correctly and quickly in the sentence, too? What goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE

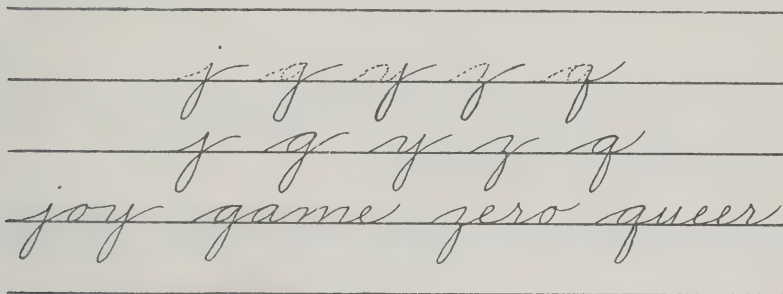
A dog came quietly
along.

After the test count the number of letters you wrote. Divide that number by two. This is your rate. Score your quality. Find the goal you reached from the table, page 8.

Exercise 5—The Letters with Loops below the Line

To the Pupil

Five of the twenty-six letters are made with loops below the line. They are shown below by themselves and in words. Can you see something new about these letters?



NOTE THAT—

1. All the loops slant the same.
2. All loops are about a half space below the line.
3. All the loops cross at the line except q.
4. The loop of q does not cross the line but touches the line before the finish stroke.
5. All the letters are the same size.

What to Do

Find your problems and practice to correct them.

1. Write the five letters above once. Did all but the j start with the curve-over stroke? Did all the loops slant the same below the line? Did you make z and q correctly?
2. Check each letter for *correct form* with the same letter in the "Handwriting Alphabet." Correct each one you did not make correctly.
3. Write the words above once. Did you make j, g, y, z, and q correctly in each word? Do they slant the same?
4. Make a list of two or more words which start with each of the five letters. Check each letter and see if you make them correctly each time.
5. Practice the test sentence. Do you make the five letters correctly? Can you reach grade standard or better?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE

Do not jump or play
in a quiet zone.

After the test count the number of letters you wrote. Divide that number by two. The number is your rate. Score your quality. Find the goal you reached from the table, page 8.

Exercise 6—Letters Which Join Small Letter *O* in Words

To the Pupil

Did you know that the small letter *o* joins all the letters in the alphabet in various words? The twenty-six combinations are shown below

coat	sojourn*	nose
robin	smoke	not
ocean	told	out
rode	come	over
toe	one	cow
of	too	or
dog	open	toy
ohm*	eloquent*	dozen
oil	or	

*The use of this word may be optional in any grade.

in words. Look at each one and see if you can discover something new about the letters.

NOTE THAT—

1. The o reaches out from the top to join the next letter in every case.
2. It is always closed.

What to Do

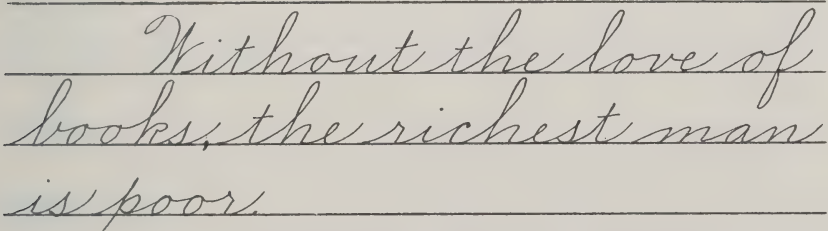
Find your problems and practice to correct them.

1. Write the words above once. Check the o's in each word. Did you close each o? Did you join the next letter from the top of each o?
2. Make another list of twenty-six words containing these combinations. Check each o to see if each o is closed and if it joins the next letter correctly.
3. Practice the test sentence. Do you make the o combinations correctly? Practice until you are sure you can make them correctly and quickly. What goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE



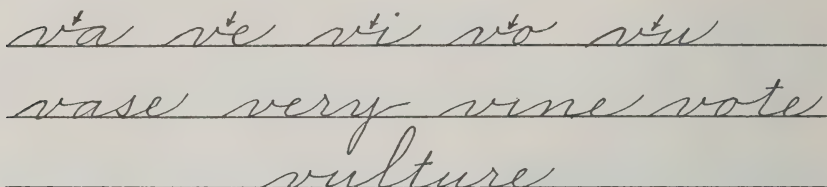
Without the love of
books, the richest man
is poor.

After the test count the number of letters you wrote. Divide that number by two. This is your rate. Find the goal you reached from the table, page 8.

Exercise 7—Letters Which Join the Letter *V* in Words

To the Pupil

The letter *v* joins the five vowels, *a*, *e*, *i*, *o*, and *u*. The five combinations are given below by themselves and in words.



NOTE THAT—

1. The *v* joins the other letters from the top of the letter by a little dip. Look where the arrow points in each combination.
2. The letters are all the same size.

What to Do

Find your problems and practice to correct them.

1. Write the five combinations once. Do you make *v* correctly? If not, look it up in the "Handwriting Alphabet." Did you join the next letter from the top of the *v*? (See the arrows.) Are all of your letters the same size?
2. Check each combination you need to improve. Be sure you know what to correct. Then practice until you are sure you do make all of them correctly.
3. Write the words above. Did you join *v* with other letters from the top? Are your *v*'s the same size as the other small letters?
4. Make another list of words with each of the five combinations. Check each one. Did you make them correctly each time?
5. Practice the test sentence until you are sure you do make the *v* combinations correctly and quickly. What goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE

*The moving van
passed very slowly.*

After the test count the number of letters you wrote. Divide that number by two. This is your rate. Score your paper for quality. Find the goal you reached from the table, page 8.

Exercise 8—The W Combination of Letters**To the Pupil**

The letter **w** joins seven other letters in words. The combinations are given below by themselves and in words. Look at each one carefully to see how the **w** joins other letters.

*wa we wh wi wn wo wr
wave we when with
brown worn write*

NOTE THAT—

1. The **w** joins the other letters from the top of the last up stroke.
(See arrows.)
2. All the letters are the same size as **w** except **h**.)

What to Do

Find your problems and practice to correct them.

1. Write each of the seven combinations once. Did you start from the last point of the **w** to make the next letter? (See the arrows.) Are your **w**'s the same size as the other small letters?
2. Check each combination that you need to improve. Be sure you know just what part to correct. Then practice until you are sure you can make them correctly.
3. Write the words above once. Check each **w** combination. Did you join them from the top of the last point? Are your **w**'s the same size as the other small letters? If not, correct them.
4. Make a list of words containing each of the seven combinations. Check each one. Did you join the **w**'s correctly?
5. Practice the test sentence until you can make the **w** combinations correctly and quickly. What goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE

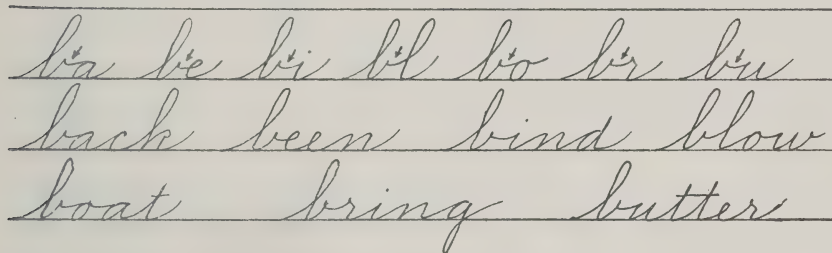
*We were watched while
we were swimming.*

After the test count the number of letters. Divide this number by two. This is your rate. Score your paper for quality. Find the goal you reached from the table, page 8.

Exercise 9—The *B* Combination of Letters

To the Pupil

The letter **b** joins seven letters in making words. The combinations are given below followed by words containing the combinations. Look at each one carefully and see how **b** joins other letters.



NOTE THAT—

The **b** joins the other letters from the top of the little up-curve stroke. Look where each arrow points.

What to Do

Find your problems and practice to correct them.

1. Write each of the seven **b** combinations. Did you join **b** with the next letter correctly? (See the arrows.) Are the small letters the same size as the pointed part of the **b**? (See the arrows.)
2. Check each combination you need to improve. Be sure you see something to correct. Practice until you are sure you do make each one correctly.
3. Write the words above once. Did you make **b** join the next letter correctly? (See the arrows.)
4. Make another list of words using the seven **b** combinations. Did you make each one correctly? Are all the small letters the same size?
5. Practice the test sentence. Do you make the **b** combinations correctly? If not, practice until you are sure you can. What goal can you reach? Can your hand stretch for the tall letters?

Test

Head your test paper. You will be allowed to write for two minutes.

TEST SENTENCE

The boat brought back
big bundles of fur.

Count the number of letters you wrote. Divide that number by two. This is your rate. Score your paper for quality. Find the goal you reached from the table, page 8.

Exercise 10—Capital Letters *A, O, C, E*

To the Pupil

These four capital letters are made with curved lines. Notice how they look by themselves and in words.

A O C E A O C E
America Ohio Cass Europe

NOTE THAT—

1. A, O, and E all start towards the left.
2. These letters slant alike. Note the slanting lines.
3. They are all tall.
4. The little loop of the C is made near the center of the space.
5. These letters are made with curved lines.

What to Do

Find your problems and practice to correct them.

1. Write the four capital letters once. Check each of these letters for *correct form* with the same letter in the "Handwriting Alphabet."
2. Correct each one you need to improve. Be sure you can see just what to correct. Do they slant? Are they tall? Can you stretch your forearm to make the letters? (See Figure 7, page 15.)
3. Write the words above. Did you make all the capital letters tall and narrow? Do they slant? Do they curve? Practice until you are sure you can make them correctly and readily.
4. Write the names of two cities beginning with each of the four letters. Do they slant? Are they tall? Do they curve?
5. Practice the test sentence until you are sure you make all the capital letters correctly. Remember to stretch your forearm to reach the capital letters. What goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE

Ann and Elsie are
girls' names.

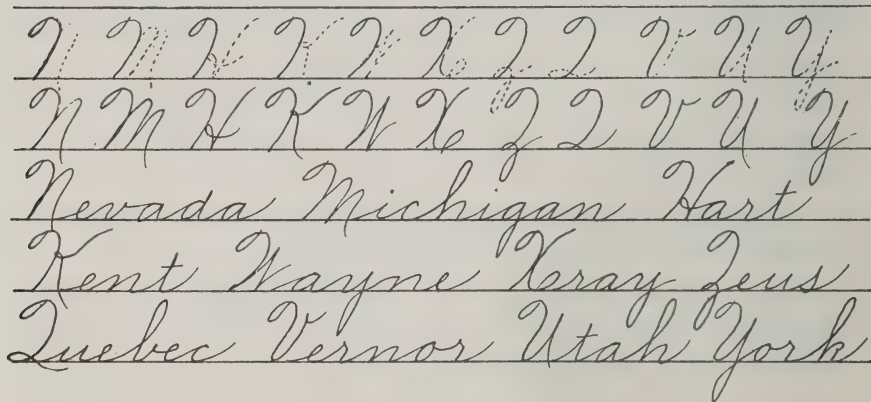
After the test count the number of letters you wrote. Divide that number by two. This is your rate. Score your quality. Find the goal you reached from the table, page 8.

Exercise 11—Capital Letters

N, M, H, K, W, X, Z, Q, V, U, Y

To the Pupil

There are eleven capital letters which start with a similar stem. They are shown below by themselves and in words.



NOTE THAT—

1. All these capital letters start with the little loop at the top.
2. All the letters are tall and slant the same.
3. V, U, and Y start with the same little loop at the top but that another curve is made near the line.

What to Do

Find your problems and practice to correct them.

1. Make the eleven capital letters. Did you make the little loop and stem very much alike in all the letters? Check each one of your letters for correct form with those in the "Handwriting Alphabet."
2. Correct the capital letters you found you did not make correctly. Be sure you see something to correct. Does your forearm stretch to make the capital letters? Practice and check until you are sure you make them correctly.
3. Write the words above. Check each capital letter. Do you make them tall and narrow? Do they slant? Can you make them readily?

4. Write a list of names or cities beginning with each capital letter. Do you start each one with the little loop? Are they tall and narrow?
5. Practice the test sentence. Are you improving in both quality and rate? Can you make the capital letters tall, narrow, and readily? What goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE

*New York is our
largest city.*

After the test count the number of letters you wrote. Divide that number by two. This is your rate. Score your quality. Find the goal you reached from the table, page 8.

Exercise 12—Capital Letters P, B, R

To the Pupil

The three capital letters P, B, and R begin with the same stroke and look quite alike. Notice how they look by themselves and in words.

P B R P B R
Pontiac Boston Romeo

NOTE THAT—

1. The first part of each letter is made alike.
2. The letters B, R, and P slant alike. (See the arrows.)
3. The first part of the letters B and R is just like the letter P.

What to Do

Find your problems and practice to correct them.

1. Make the letters once. Did you start each one near the middle of the space? Do they slant? Look up each letter in the "Handwriting Alphabet" and check for *correct form*.
2. Correct each one you found needed to be corrected. Practice until you are **sure** you make them correctly. Does your forearm stretch to make them? (See Figure 7, page 15.)
3. Write the words above. Do your capitals slant the same? Are they tall and narrow?
4. Write the names of three cities, three streets, or three names beginning with each of these letters. Did you make each one correctly? Are they tall and narrow?
5. Practice the test sentence. When you are ready, take the test. What goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

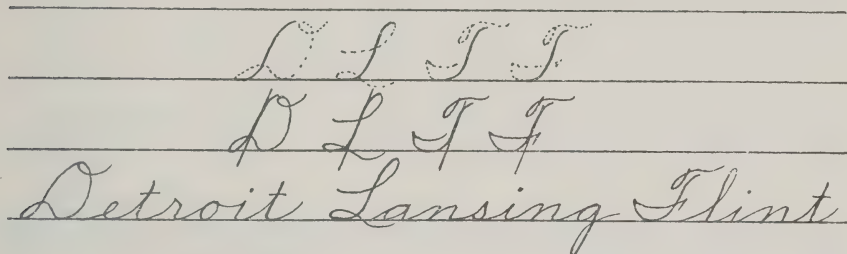
TEST SENTENCE

Poe, Burns, and Rose
are names of three city
schools.

Count the number of letters you wrote. Divide that number by two. **This is your rate.** Score your quality. Find the goal you reached from the table, page 8.

Exercise 13—Capital Letters D, L, T, and F**To the Pupil**

There are four capital letters which are made with a double curve. These are shown below by themselves and in words.

**NOTE THAT—**

1. The double curved line is in each of the letters in the first group.
2. Each of the letters slants the same. (See second group of letters.)
3. The lower loop of the L is long and narrow and sits on the line.
4. The lower part of T and F sit on the line.

What to Do

Find your problems and practice to correct them.

1. Make the letters once. Did you slant each one correctly? Did you make the double curve in each one? See the first line of letters. Look up each of these letters in the "Handwriting Alphabet." Check each one for *correct form*. Which ones can you improve?
2. Correct each one you found you needed to improve. Can your forearm stretch easily to make them? (See Figure 7, page 15.)
3. Write the words above. Do your capital letters slant? (See second line of capitals above.) Did you make them easily?
4. Write three names, five cities, or five countries beginning with each of the four capital letters. Check each capital letter for *correct form*.
5. Practice the test sentence. When you are ready, take the test. What goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE

Law and Field are
city schools in Detroit.

After the test count the number of letters written. Divide that number by two. This is your rate. Score your quality. Find what goal you reached from the table, page 8.

Exercise 14—Capital Letters G and S

To the Pupil

The capital letters G and S both start with curve-under-up strokes and have a similar loop which crosses in the middle of the stroke. They are made by themselves and in words.)

G S G S
Grand Saginaw

NOTE THAT—

1. The first stroke and loop are made alike in each letter.
2. The loops cross at the middle of the up-curved stroke.
3. The letters slant the same. Note the slanting lines drawn through the letters.
4. Each letter rocks on the line.
5. There is a definite manner in which each capital letter joins the smaller letters in the words.

What to Do

Find your problems and practice to correct them.

1. Write the two capital letters once. Did they start with a curve-under-up stroke? Did they cross at the middle of the space? Look up each one of these letters in the "Handwriting Alphabet." Check each one for *correct form*. Which ones can you improve?
2. Correct each one you need to improve. Can you make them quickly?
3. Write the words above. Did you make the two capital letters correctly? Do they both slant?
4. Write the names of five cities, five streets, or five countries with each of these letters. Check each capital letter. Did you make each one tall and narrow? Does each one cross near the middle of the space?
5. Practice the test. When you are ready, take the test. What goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE

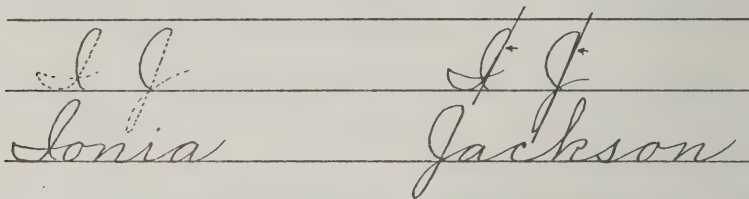
Saginaw is about one
hundred forty miles from
Grand Rapids.

After the test count the number of letters you wrote. Divide that number by two. This is your rate. Score your quality. Find out what goal you reached from the table, page 8.

Exercise 15—Capital Letters *I* and *J*

To the Pupil

The capital letters *I* and *J* start alike. See if you can discover something about these letters that you have never noticed before. They are made below both by themselves and in words.



NOTE THAT—

1. The two letters start alike and the top part is much alike.
2. The curve-up stroke starts on the line and curves toward the top so that the down stroke of the letter slants. (See the arrows.)
3. The slanting lines are uniform in the second group.

What to Do

Find your problems and practice to correct them.

1. Write the two capital letters once. Did you start the letters the same way? Do they slant alike? Look up the two letters in the "Hand-writing Alphabet." Check them for *correct form*. Which ones do you need to correct?
2. Correct each one you need to improve. Do you slant each one correctly? Can you make them correctly and quickly?
3. Write the words above once. Did you start them toward the top of the paper so that they slant correctly?
4. Write two names, two cities, or two states beginning with each of these letters. Did you make each one correctly?
5. Practice the test sentence. Can you make capital *I* and *J* correctly each time? When you are ready, take a test. What goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE

*Lonia and Jackson
are cities in Michigan.*

After the test count the number of letters you wrote. Divide that number by two. This is your rate. Score your quality. Find what goal you reached from the table, page 8.

Exercise 16—The Numbers

To the Pupil

Did you know that there are only ten numbers which you use in all the problems you work in arithmetic? They are shown below in order and in groups.

GROUP 1

1 2 3 4 5 6 7 8 9 0

GROUP 2

1 2 3 4 5 6 7 8 9 0

1 4 7 5 9

GROUP 3

2 3 6 8 0

GROUP 4

NOTE THAT—

1. The numbers are about the same size, the same as small letters. Numbers 4 and 6 may be a little higher. Numbers 7 and 9 may extend a little below the line.

2. The numbers all slant alike. Note the slanted lines shown in *Group 2*.
3. The numbers in *Group 3* are made mostly of straight slanting lines. Numbers 5 and 9 have some straight lines.
4. The numbers in *Group 4* are made with curves.

What to Do

Find your problems and practice to correct them.

1. Take your last arithmetic paper and compare each of your numbers (1, 2, 3, 4, 5, 6, 7, 8, 9, and 0) with those above. Find which ones you need to improve or correct. Do you need to make your numbers more even in size? Do you need to make your numbers more even in slant? Look up each number in the "Handwriting Alphabet."
2. Practice the numbers you need to correct until you are sure you can make them correctly and rapidly. Do you make 3's and 5's plainly? Do you make 7's and 9's plainly? Do they all slant the same? Are they the same size? Are your columns of numbers straight?

Test

Head your paper for a test. You will be allowed to write for one minute. See how plainly and rapidly you can make them. Write the numbers as in *Group 1* along the lines repeatedly.

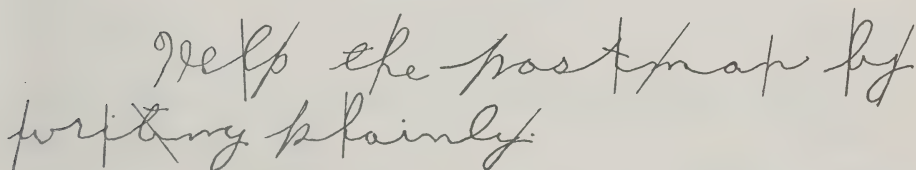
After the test count the numbers you wrote. This is your rate. Put your rate on your card.

Exercise 17—How to Correct Irregular Slant

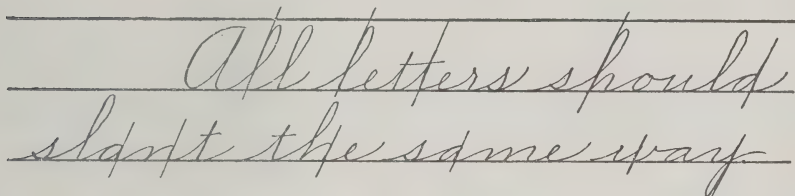
To the Pupil

Two samples of writing are shown below. The lines drawn through the down strokes of the letters in the first sample show irregularity of slant and the lines in the second sample show regularity of slant.

IRREGULAR SLANT



REGULAR SLANT



NOTE THAT—

1. The slanting lines are irregular in the first sample.
2. The slanting lines are regular in the second sample.
3. The down strokes of the letters in the second sample are regular. Compare the slant of the **h**, **m**, **y**, and other letters in the two samples.

What to Do

Find your slant problem and practice to correct it.

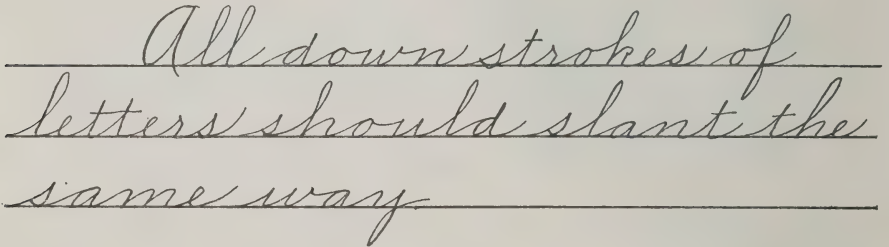
1. Write the same sentence once. Draw light lines through the down strokes of each of your letters. Do they all slant the same? Do you see something you can correct? Remember it is getting the hand to make the down stroke of each letter in a regular manner that improves your slant.

2. Practice writing the sentence. Do your letters slant in a regular manner? Check often to see if you are getting the slant of letters more regular.
3. Look at your last spelling or composition paper. Do all your letters slant the same?
4. Practice the test sentence until you can make all the letters slant in the same manner. What goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE



All down strokes of
letters should slant the
same way.

Count the number of letters you wrote. Divide this number by two. This is your rate. Score the quality of your writing. What goal did you reach?

Exercise 18—How to Correct Irregular Height of Letters

To the Pupil

Two samples of writing are shown on page 43. The first sample shows the writing of a pupil who made the small letters different sizes. Some of the tall letters are no higher than the small letters. The second sample shows regular height of letters.

IRREGULAR HEIGHT

Help the postman by
writing plainly

REGULAR HEIGHT

Help the postman by
writing plainly

NOTE THAT—

1. In the first sample the t's are about the same size as the small letters.
2. The b and l are also too small.
3. In the second sample the capital H, small l, h, and b are the same size.
4. The p and t are the same size.
5. All the other letters are the same size.

What to Do

Find your problem and practice to correct it.

1. You will need to know how it feels to have your hand make the small letters the same size. It may help you to draw lines the height of the small letters. Then write words and sentences within that space until you are quite sure your hand will make the small letters that size. Practice without the extra line to see if you can write the letters more evenly.

same size postman

2. Do the same for the tall letters. The tall letters and capital letters may be a whole space or almost a space high. (See the arrows.)

bubble Help plainly

3. Do the same with **t**, **d**, and **p**. (See the arrows.)

top add postman

4. Write the sentence once. Were all the small letters the same size? Were **l**, **h**, **b**, and capital **H** the same size? Were the **t**'s and **p**'s the same size?
5. Look at your last spelling and composition paper and see if your letters were even.
6. Practice the test sentence until you can make the small letters the same size, the tall letters the same size, and the medium letters the same size.

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE

*There are letters of
three different heights*

After the test count the number of letters you wrote. Divide the number by two. This is your rate. Score your paper for quality. Find the goal you reached.

Exercise 19—Aids to Improve Irregular Spacing

To the Pupil

Two samples of writing are shown below. The first sample shows irregular spacing between letters and the second sample shows regular spacing between letters in words.

IRREGULAR SPACING

Help the postman by
writing plainly.

REGULAR SPACING

The spaces between
letters should be even

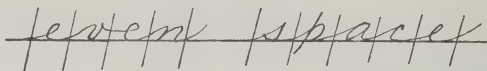
NOTE THAT—

1. In the first sample the **lp**, **he**, **ti**, and **ly** are closer together than the other letters.
2. The space between **el**, **th**, **it**, **pl**, and **nl** in the first sample are farther apart than other letters.
3. The spacing between the letters of the second sample is even.

What to Do

Find your space problem and practice to improve it.

1. Write the sentence once. Are some of your letters close together? Are some far apart? Do you see what to correct? It may help you to draw slanting lines a quarter of an inch apart and write in the spaces as is shown below.



2. Practice the sentence until your hand can glide along the line and make the letters evenly spaced.
3. Look at the last spelling and composition paper you wrote. Did you space the letters in your words evenly?
4. Practice the test sentence until you are sure the letters are evenly spaced. What goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

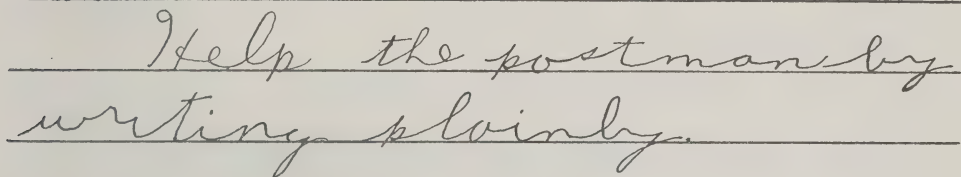
TEST SENTENCE

*It is a pleasure to read
good writing.*

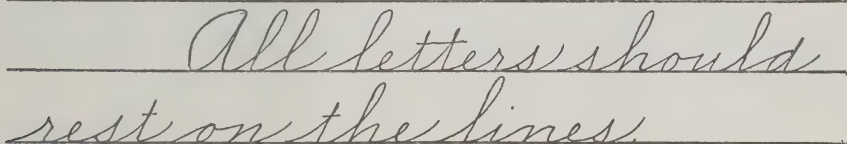
After the test count the number of letters you wrote. Divide that number by two. This is your rate. Score your writing for quality. Find the goal you reached.

Exercise 20—Aids to Improve Irregular Alignment**To the Pupil**

Two samples of writing are shown below. The first sample shows irregular alignment and the second sample shows regular alignment.

IRREGULAR ALIGNMENT

Help the postman by
writing plainly.

REGULAR ALIGNMENT

All letters should
rest on the lines.

NOTE THAT—

1. In the first sample a few of the letters are on the line.
2. A few are above the line.
3. In the second sample the letters touch the line.

What to Do

Find your problem and practice to improve it.

1. Write the sentence above once. How many of your letters were off the line? Can you make every letter sit on the line?
2. Practice until you can write the sentence so that every letter sits on the line.

3. Look at your last spelling and composition paper. Are any of the letters off the line? Try to have all letters sit on the line.
4. Practice the test sentence until you are sure you can write it with *regular alignment*. What goal can you reach?

Test

Head your paper for a test. You will be allowed to write for two minutes.

TEST SENTENCE

*Good writing is
needed everywhere.*

After the test count the number of letters you wrote. Divide that number by two. This is your rate. Score your writing for quality. Find the goal you reached.

The Handwriting Alphabet

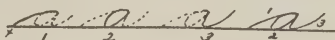
There are only twenty-six letters which you use to write the thousand or more words you know and use in your school work and writing outside of school. If you find you are not a good writer (grade standard or better for your grade), the "Handwriting Alphabet" will help you to make your letters correctly. It will help you to find and to correct your errors if you follow the directions. If you do not succeed, ask your teacher to help you.

How the Letters Are Arranged

All the small letters and capital letters are given in alphabetical order. The figures are shown on the last page. Each letter is shown in three parts.

1. Each letter is shown in print and script. Words are written to show the letter used at the beginning of a word, in the middle, and at the end of a word.
2. "How to Make the Letter" shows you just how to make the letter. The x shows you where to start the letter. All letters are made up of units of motion. These are shown by the heavy lines for each letter and indicated by the little figures.

EXAMPLE: Small a is made with three units of motion.



The directions under each letter will help you in a similar manner.

3. "How to Check Your Letter for Correct Form," will help you to discover your writing problems in letter formation. The arrows show you just where to check in each step.

How to Use the Handwriting Alphabet

To correct the poor form of any letter, follow these steps:

1. Find the letter you wish to correct in the alphabet.

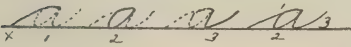
2. Check your letter for correct form by answering each question under "How to Check Your Letter for Correct Form."
3. Correct the parts of your letter that were made incorrectly. If you do not know how to make the letter, follow the directions under "How to Make the Letter." Make it once.
4. If you find you made the letter correctly, practice it by itself and in words until you feel you are sure your hand will make the correct form in other words and sentences.

a

a an man

a b

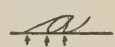
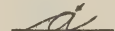
How to Make the Letter



1. Start on the line at the x, curve over.
2. Go back to the left a little and curve down to the line, then up and close the letter.
3. Slant down to the line and up.

How to Check Your Letter for Correct Form

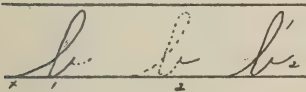
1. Does it start with a curved over stroke?
2. Does it close at the top?
3. Does it touch the line in three places?
4. Does it slant?



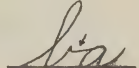
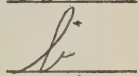
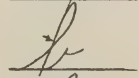
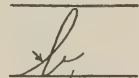
b

b baby

How to Make the Letter



1. Start at the x, curve under up, turn left and slant down to the line, curve up and pause.
 2. Go back on the line just a little and swing over.
1. Does it start with a curved under stroke?
 2. Does it slant?
 3. Does the loop cross opposite the finish stroke?
 4. Is the loop open?
 5. Does it join other letters correctly?

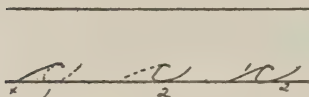


c d

c

c can back

How to Make the Letter



1. Start at the x, curve over.
2. Curve to the left just a little, slant down to the line and up.

How to Check Your Letter for Correct Form

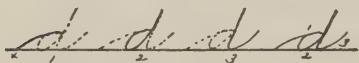
1. Does it start with a curved over stroke?
2. Does it have a little hook?
3. Does it slant?
4. Does it touch the line in two places?



d

d do and

How to Make the Letter



1. Start at the x, curve over.
2. Go back a little, curve down to the line, then curve up to the middle of the space.
3. Slant back to the line and curve up.

How to Check Your Letter for Correct Form

1. Does it start with a curved over stroke?
2. Does it slant?
3. Does it close?
4. Does it touch the line in three places?

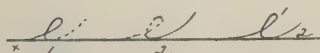


e

e see end

e f

How to Make the Letter



1. Start at the x, curve under, turn toward the left a little, and down to the line.
2. Curve up.

How to Check Your Letter for Correct Form

1. Does it start with a curved under stroke?



2. Does it slant?



3. Is it open?



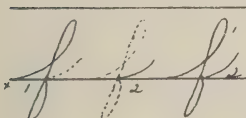
4. Does it touch the line in two places?



f

f if find

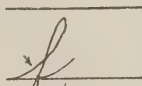
How to Make the Letter



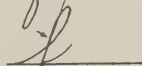
1. Start on the line, curve up, turn left, slant down below the line half a space, around up to the line and pause.
2. Curve up.

How to Check Your Letter for Correct Form

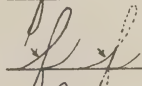
1. Does it start with a curved under stroke?



2. Does it slant?



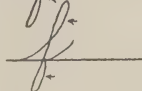
3. Does it have an i in it?



4. Does it touch the line before the finish stroke?



5. Is the loop a half space below the line?

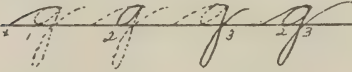


g h

g

g go eggs

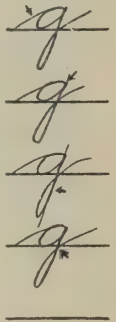
How to Make the Letter



1. Start at the x, curve over.
2. Go back to the left and curve down to the line, curve up, and close the letter.
3. Slant down below the line half a space, turn toward the left and up so that it crosses on the line.

How to Check Your Letter for Correct Form

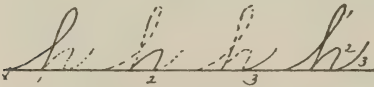
1. Does it start with a curved over stroke?
2. Does it close at the top?
3. Does it slant?
4. Does the loop cross at the line?



h

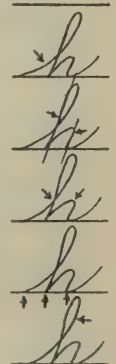
h him the

How to Make the Letter



1. Start on the line, curve up, turn left, and slant down to the line.
2. Go back a little, curve over and down.
3. Curve up.
4. Does it have two straight slanting parts?
5. Is the n part opposite where the loop crosses?
6. Does it touch the line in three places?
7. Does it have a loop?

How to Check Your Letter for Correct Form



i

i in nine

i j

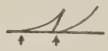
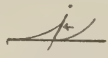
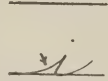
How to Make the Letter

How to Check Your Letter for Correct Form



1. Start on the line, curve up, slant down to the line.
2. Curve up.
3. Dot.

1. Does it start with a curved under stroke?
2. Does it slant?
3. Does it touch the line in two places?

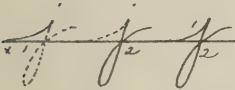


j

j joy jump

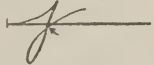
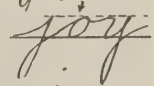
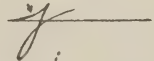
How to Make the Letter

How to Check Your Letter for Correct Form



1. Start at the x, curve up, and pause.
2. Slant down below the line half a space, then turn left and up so that it crosses at the line.

1. Does it start with a curved under stroke?
2. Does it slant?
3. Is it the same size as the small letter?
4. Does the loop cross at the line?

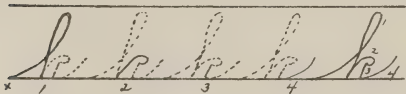


k l

k

k kind make

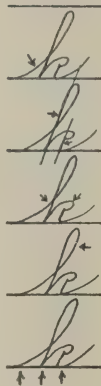
How to Make the Letter



1. Start at the x, curve under up, then turn left and down to the line.
2. Go back a little and over, then around and pause.
3. Slant down to the line.
4. Curve up.

How to Check Your Letter for Correct Form

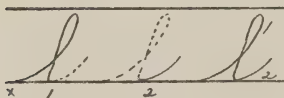
1. Does it start with a curved under stroke?
2. Does it have two straight slanting lines?
3. Is the hook part opposite the place where the loop crosses?
4. Is the loop open?
5. Does it touch the line in three places?



l

l look ball

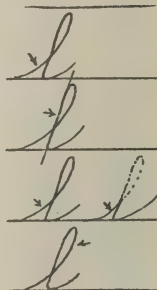
How to Make the Letter



1. Start at the x, curve under up, and slant down to the line.
2. Curve under up.

How to Check Your Letter for Correct Form

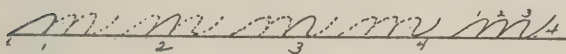
1. Does it start with a curved under stroke?
2. Does it slant?
3. Does it have a good i in it?
4. Is the loop open?



m m me come

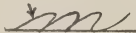

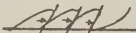
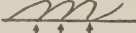

m n

How to Make the Letter



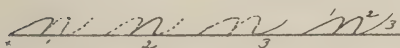
1. Start on the line at the x, curve over, and slant down to the line.
2. Curve over and slant down.
3. Curve over and slant down.
4. Curve up.

How to Check Your Letter for Correct Form

1. Does it start with a curved over stroke? 
2. Are all the parts the same size? 
3. Do all the parts slant the same? 
4. Do all the parts touch the line? 
5. Are the parts close together? 




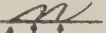
n n no nine

How to Make the Letter



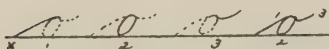
1. Start on the line at x, curve over, and slant down to the line.
2. Curve over and slant down.
3. Curve up.

How to Check Your Letter for Correct Form

1. Does it start with a curved over stroke? 
2. Are the two parts the same size? 
3. Do the parts slant the same? 
4. Do all the parts touch the line? 

o p

o

*o on not no***How to Make the Letter**

1. Start on the line at the x, curve over.
2. Curve to the left a little and down to the line, then curve up, and close the letter.
3. Curve over.

How to Check Your Letter for Correct Form

1. Does it start with a curved over stroke?

o

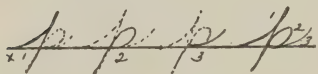
2. Does it close at the top?

o

3. Does it slant?

o

p

*p pen open keep***How to Make the Letter**

1. Start on the line, curve under up, slant down below the line half a space.
2. Go back on the same line then curve over and around. Touch the line and close the loop.
3. Curve under up.

How to Check Your Letter for Correct Form

1. Does it start with a curved under stroke?

p

2. Does it slant?

p

3. Is the loop close to the stem, and does it sit on the line?

p

4. Is the loop the same size as the short letters?

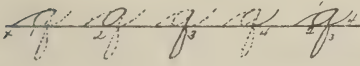
p pen

q

q queen

q r

How to Make the Letter



1. Start at the x, curve over.
2. Curve to the left a little then down to the line. Curve under up and close the letter.
3. Slant down below the line half a space then turn right and up to the line.
4. Curve under up.

How to Check Your Letter for Correct Form

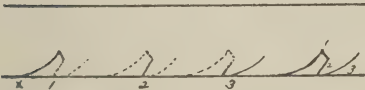
1. Does it start with a curved over stroke?
2. Does it close at the top?
3. Does it slant? Is the loop about half a space below the line?
4. Does it touch the line before the finish stroke?



r

r run girl

How to Make the Letter



1. Start at the x, curve up and slant right just a little.
2. Slant down to the line.
3. Curve under up.

How to Check Your Letter for Correct Form

1. Does it start with a curved under stroke?
2. Does it have a peak at the top?
3. Does it have a straight slanting line?



s t

s

*s see was east***How to Make the Letter**

1. Start at the x, curve under up.
2. Curve around, touch the line, and close the letter.
3. Curve under up.

How to Check Your Letter for Correct Form

1. Does it start with a curved under stroke?



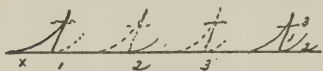
2. Is it sharp at the top?



3. Does it curve round, touch the line, and close?



t

*t it ten with***How to Make the Letter**

1. Start at the x, curve under up half a space, slant straight down to the line.
2. Curve under up.
3. Cross

How to Check Your Letter for Correct Form

1. Does it start with a curved under stroke?



2. Does it slant?



3. Is it crossed by a straight line?

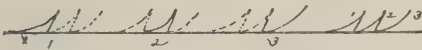


u

u us run

u v

How to Make the Letter



1. Start at the x, curve under up, slant down to the line.
2. Curve under up, slant down to the line.
3. Curve under up.

How to Check Your Letter for Correct Form

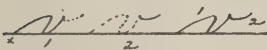
1. Does it start with a curved under stroke?
2. Does it have two straight slanting lines?
3. Does it touch the line in three places?
4. Are the points the same size?



v

v very give

How to Make the Letter



1. Start at the x, curve over, slant down to the line, then curve under and pause.
2. Swing over.

How to Check Your Letter for Correct Form

1. Does it start with a curved over stroke?
2. Does it slant?
3. Has it a round and a sharp part?
4. Are the parts the same size?

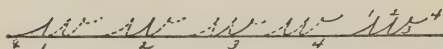


W X

W

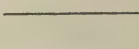
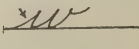
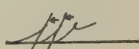
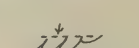
w we new

How to Make the Letter



1. Start at the x, curve under up and down to the line.
2. Curve under up and down to the line.
3. Curve under up and pause.
4. Swing over.

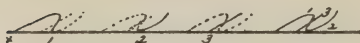
How to Check Your Letter for Correct Form

1. Does it start with a curved under stroke? 
2. Does it have two straight slanting lines? 
3. Does it have three points the same size? 
4. Does it swing out at the top to join another letter? Is the next small letter the same size? 

X





x six next

How to Make the Letter



1. Start at the x, curve over, slant down to the line.
2. Curve up.
3. Start at the line and cross with a straight slanting line up as high as the curved part.

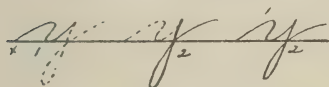
How to Check Your Letter for Correct Form

1. Does it start with a curved over stroke? 
2. Does the first part look like the n? 
3. Does it cross in the middle? 
4. Are all the parts the same size? 

y *y you play*

y z

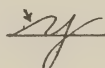
How to Make the Letter



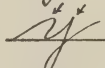
1. Start on the line at x, curve over, slant down to the line, then curve under up, and pause.
2. Slant down below the line half a space, turn left, and go up so the loop crosses on the line.

How to Check Your Letter for Correct Form

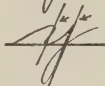
1. Does it start with a curved over stroke?



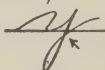
2. Does it have a rounded part and a sharp part?



3. Does it slant?

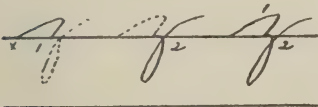


4. Does the loop cross at the line?



z *z zero breezes*

How to Make the Letter



1. Start at the x, curve over and down to the line.
2. Make the loop close to the n part and cross it at the line.

How to Check Your Letter for Correct Form

1. Does it start with a curved over stroke?



2. Does the n part slant?



3. Is the loop close and does it cross at the line?



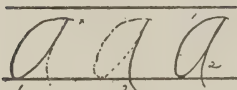
4. Is the loop about half a space below the line?



A B A

A A Ann

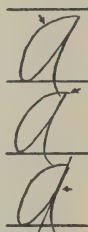
How to Make the Letter



1. Start at the x, curve toward the left and down to the line, curve under up, and pause.
2. Curve down just below the line or finish with a curve under up stroke.

How to Check Your Letter for Correct Form

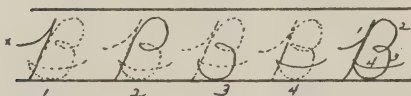
1. Does it start toward the left, then curve down?
2. Does it close at the top?
3. Is it tall and narrow? Does it slant?



B

B Bert

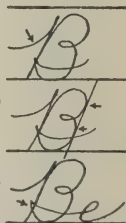
How to Make the Letter



1. Start at the x, curve under up, and slant down to the line.
2. Go back over the same line almost to the top, curve round.
3. Curve round and pause on the slanting line.
4. Swing over.

How to Check Your Letter for Correct Form

1. Does it slant?
2. Are the curved parts the same width?
3. Does the swing part touch or cross the slant line before joining other letters?

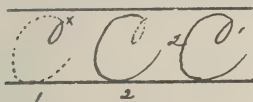


C

C Cass

C D

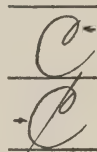
How to Make the Letter



1. Start at the x, curve toward the left and up, make the little loop near the middle of the space.
2. Curve round to the line and up.

How to Check Your Letter for Correct Form

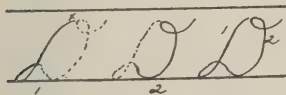
1. Does it have a little loop made near the middle of the space?
2. Does it slant?



D

D Donald

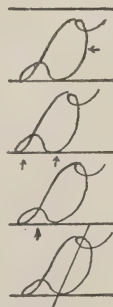
How to Make the Letter



1. Start at the x, curve toward the left and down to the line, then turn left and curve over just a little.
2. Curve round and touch the line, curve up, and make the little loop.

How to Check Your Letter for Correct Form

1. Does it look like an O?
2. Do two parts touch the line?
3. Is there an open space at the bottom?
4. Does it slant?

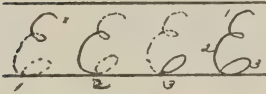


E F

E

E Edna

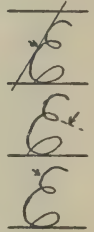
How to Make the Letter



1. Start at the x, curve up and around.
2. Curve up and around.
3. Loop.

How to Check Your Letter for Correct Form

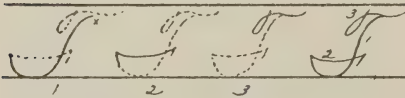
1. Does it slant?
2. Does the little loop in the middle point toward the line?
3. Is the top curved part smaller than the lower curved part?



F

F Fred

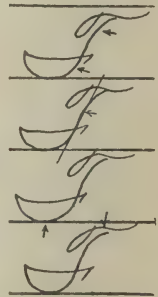
How to Make the Letter



1. Start at the x, curve toward the left, down to the line, round up about quarter of the space, and pause.
2. Swing over and drop a little.
3. Start near the stem, curve down round, and over.

How to Check Your Letter for Correct Form

1. Does it have a double curve?
2. Does it slant?
3. Does the lower part rock on the line?
4. Is the cap near the stem and does it curve?

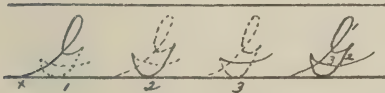


G

G George

G H

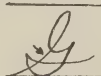
How to Make the Letter



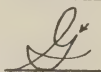
1. Start at the x, curve under up, turn left and curve down, cross half way, curve up, and pause.
2. Curve down and round on the line and pause.
3. Swing over.

How to Check Your Letter for Correct Form

1. Does it cross half way?



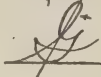
2. Is the pointed part near the middle of the space?



3. Does it rock on the line?



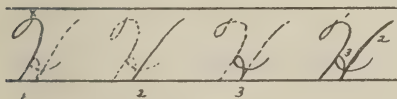
4. Does it slant?



H

H Harry

How to Make the Letter



1. Start at the x, curve round, and slant down to the line.
2. Start at the x, curve just a little, and slant down to the line.
3. Curve up toward the left, touch the first line, then swing under.

How to Check Your Letter for Correct Form

1. Is the loop small and the top narrow?



2. Do the two parts slant?

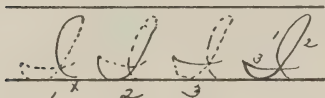


3. Does it tie below the middle?



I J I

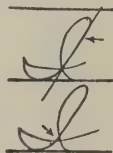
I Ina

How to Make the Letter

1. Start at the x, curve left toward the top.
2. Slant down, around on the line, and up a quarter of a space.
3. Swing over.

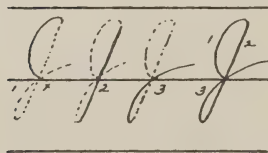
How to Check Your Letter for Correct Form

1. Does it slant?
2. Do the starting and ending lines cross at about the same place?

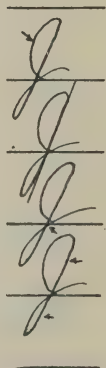


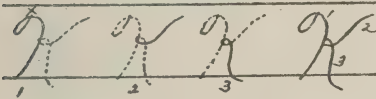
J

J Jane

How to Make the Letter

1. Does it curve toward the top line?
2. Is the back a slanting line?
3. Does it cross at the line?
4. Is the top loop wider than the lower loop?

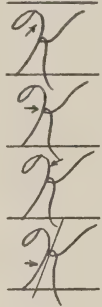
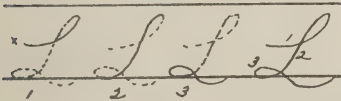


K*K K Kenneth***KL****How to Make the Letter**

1. Start at the x, curve round for the little loop and slant down to the line.
2. Start at the x, curve left and over, and tie.
3. Curve down to the line and up or drop just below the line.

How to Check Your Letter for Correct Form

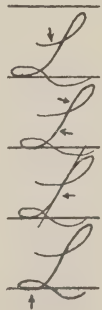
1. Is the loop small and the top part narrow?
2. Does it tie a little above the middle?
3. Is it tall?
4. Does it slant?

**L***L L Lester***How to Make the Letter**

1. Start at the x, curve toward the top of the paper.
2. Turn left and curve down to the line.
3. Curve round on the line and swing over or just below the line.

How to Check Your Letter for Correct Form

1. Does it start near the middle of the space and curve toward the top line?
2. Does it have a double curve?
3. Does it slant?
4. Does the loop lie on the line? Is it a long loop?

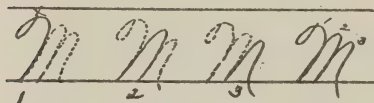


M N

M

M M Mary

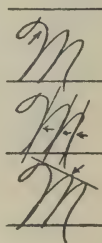
How to Make the Letter



1. Start at the x, make the little loop, slant down to the line.
2. Go back over the same line, curve round, and slant down.
3. Go back over the same line, curve round, and slant down a little below the line or curve up.

How to Check Your Letter for Correct Form

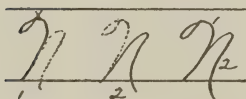
1. Is the loop small and the top part narrow?
2. Do the three parts slant the same?
3. Do the parts of your letter get smaller?



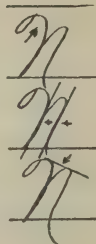
N

N N Ned

How to Make the Letter

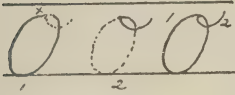


1. Start at the x, make the little loop, slant down to the line.
 2. Go back over the same line, curve over, and slant down just below the line or curve up.
1. Is the loop small and the top part narrow?
 2. Do the two parts slant the same?
 3. Is the second part of your letter shorter than the first?



O

How to Make the Letter

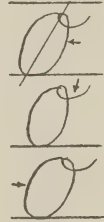


1. Start at the x, curve toward the left down to the line, curve under up and close the letter.
2. Make a little loop and swing over.

O Ohio

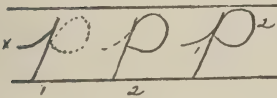
How to Check Your Letter for Correct Form

1. Does it slant?
2. Is the loop small?
3. Is it taller than wide?



P

How to Make the Letter

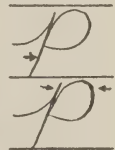


1. Start in the middle of the space at the x, curve under up, then down to the line.
2. Go back over the same line almost to the top, curve around, and touch the slant line.

P Peter

How to Check Your Letter for Correct Form

1. Does it slant?
2. Is the loop close to the stem and of the same height as the point?



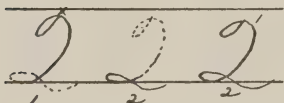
O P

Q R

Q

Q Q Queen

How to Make the Letter

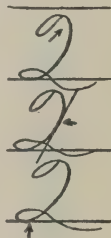


1. Start at the x, make the little loop, and curve down to the line.

2. Curve round just a little and drop below the line or curve up.

How to Check Your Letter for Correct Form

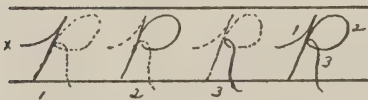
1. Is the loop small and the top part narrow?
2. Does it slant?
3. Does the loop lie on the line? Is it a long loop?



R

R R Ruth

How to Make the Letter



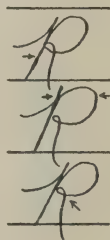
1. Start in the middle of the space at the x, curve up, and slant down to the line.

2. Go back on the same line almost to the top and curve round and touch the slant line.

3. Tie, curve round, and drop down just below the line or curve up.

How to Check Your Letter for Correct Form

1. Does it slant?
2. Is the loop close to the stem and just as high as the pointed part?
3. Does it tie in the middle of the stem?

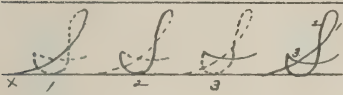


S

S Sarah

S T

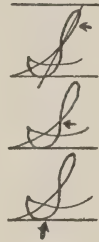
How to Make the Letter



1. Start at the x, curve under up.
2. Turn left and curve down to the line, then up and pause.
3. Swing over.

How to Check Your Letter for Correct Form

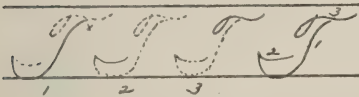
1. Does it slant?
2. Does it cross half way?
3. Does it sit on the line?



T

T Ted

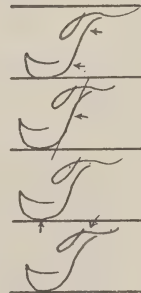
How to Make the Letter



1. Start at the x, curve toward the left a little down to the line, up a quarter of the space, and pause.
2. Swing over.
3. Start near the stem, curve down, around, and over.

How to Check Your Letter for Correct Form

1. Does it have a double curve?
2. Does it slant?
3. Does the lower part rock on the line?
4. Is the cap near the stem and does it curve?

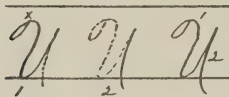


U V

U

U U Utah

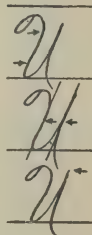
How to Make the Letter



1. Start at the x, curve round for the little hook, down to the line, curve up, and pause.
2. Back a little on the same line and down just below the line or curve under up.

How to Check Your Letter for Correct Form

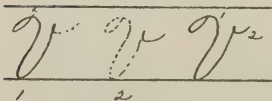
1. Does the first part curve in two places?
2. Do the two parts slant alike?
3. Is the point part a little lower than the first part?



V

V Vera

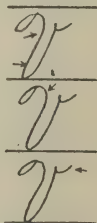
How to Make the Letter



1. Start at the x, curve down and around for the little loop, curve down to the line, then curve up and pause.
2. Swing over.

How to Check Your Letter for Correct Form

1. Does the first part curve in two places?
2. Is it tall and narrow?
3. Is the point part a little lower than the first part?

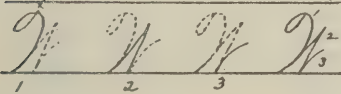


W

William

W X

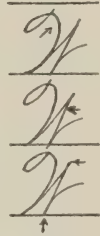
How to Make the Letter



1. Start at the x, curve down and around for the little loop, curve down to the line, and pause.
2. Curve up, slant down.
3. Curve over up.

How to Check Your Letter for Correct Form

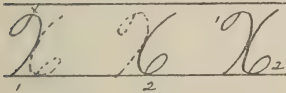
1. Is the loop small and the top narrow?
2. Does it slant?
3. Is the last part sharp at the top and bottom?



X

Xray

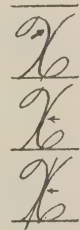
How to Make the Letter



1. Start at the x, curve down and around for the little loop, curve down to the line.
2. Start at the x, curve down, and make the little loop on the line.

How to Check Your Letter for Correct Form

1. Is the loop small and the top part narrow?
2. Do the parts touch at the middle?
3. Does it slant?

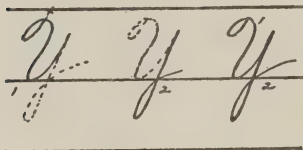


Y Z

Y

Y York

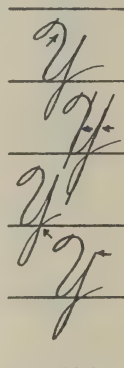
How to Make the Letter



1. Start at the x, curve down and around for the little loop, curve down to the line, then up and pause.
2. Slant down half a space below the line and up so that the loop crosses at the line.

How to Check Your Letter for Correct Form

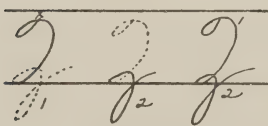
1. Does the first part curve in two places?
2. Do the parts slant the same and are they close together?
3. Does the loop cross at the line?
4. Is the pointed part lower than the first part?



Z

Z Zeus

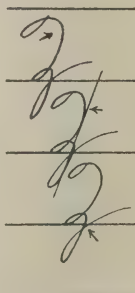
How to Make the Letter



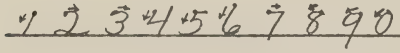
1. Start at the x, curve down and around for the little loop, curve down to the line.
2. Curve around and down half a space below the line, then up so that the loop crosses at the line.

How to Check Your Letter for Correct Form

1. Is the loop small and the top part narrow?
2. Does it slant and is it tall and narrow?
3. Is the loop below the line made close to the stem, and does it cross at the line?



The Numbers



The dot shows you where to begin to make each number.

The arrows show you the direction to go in making the parts of each number.

Make all the numbers sit on the line. Some folks make the 4, 7, and 9 extend below the line.

Make all the numbers the same size.

Make the top of the 5 last, starting at the dot.

Make the shorter part of the 4 first.

Inventory Tests

To the Pupil

The test at the beginning of the term tells you how well you have taught yourself to write. The midterm test will tell you if you are improving your quality and rate of writing. The final test will tell you how much you improved your writing during the term. The inventory tests will help you to find the things you need to do to improve your writing. Each of these tests contains all the small letters of the alphabet. They were prepared by pupils as indicated.

You will be given opportunity for a test on *Inventory Test 1* before starting to work on *Exercise 1*. This will be a record of how well you can make the small letters. When you have completed *Exercise 9*, you will be given *Inventory Test 2*. Compare this paper with your paper for *Test 1* and check the letters you have improved. If there are still some which you need to correct, look them up in the "Handwriting Alphabet", page 49, and correct them. When you have finished *Exercise 16*, you will be given *Inventory Test 3*. Compare this paper with your test paper for *Test 2*. You should now know how to make the twenty-six small and capital letters correctly in all your spelling and composition work.

Directions

Practice writing the test through once. Prepare your paper for a test. When the teacher says "Start," write until she says "Stop." You will be allowed to write for two minutes. Count the number of letters you wrote. Divide that number by two. This will be your rate of writing per minute. Find the quality of your writing. Keep all your test papers.

INVENTORY TEST 1

The quick brown squirrel jumped in view while the young fox sat and gazed at him.

Prepared by ALICE BENTH, *Cooke School*

INVENTORY TEST 2

I have a little dog named Rex. He has just one white spot on his fuzzy tail. My brother gave him to me. He is quite a frisky little fellow. We carry him everywhere we go.

Prepared by CAROLYN NOBLE, *Bishop School*

INVENTORY TEST 3

Help the postman just by writing plainly. Save his eyesight and patience. Keep him from frequently doing extra work in zero weather.

Prepared by Section 18, GRADE 7B, *McKerrow School*

Detroit Handwriting Scale

The value of each specimen is indicated by the number below:

SAMPLE 20

If your writing is like this sample, your letters are poorly made. The size of the small and the tall letters is uneven. Many of the letters are off the line.

SAMPLES 30 AND 40

If your writing is like either of these samples, your letters are made a little better than the 20 specimen. The small letters are more even in size. Many of the letters are on the line.

SAMPLES 50, 60, 70, 80, 90

The value of your writing will increase in proportion to the degree to which you have trained yourself to do the following:

1. To make the letters accurately.
2. To make the small letters the same size.
3. To make all the tall letters the same size.
4. To make all the letters the same slant.
5. To make all the letters on the line.
6. To make the space between the letters and words even.
7. To write with ease..

How to Score Handwriting

Slide your paper up the scale beginning at the 20 sample, until the step is reached which looks most like your writing. The number below this sample represents your quality of writing. It is advisable to make a second scoring of your writing beginning with the 90 sample, and working backward.

good writing is that
which easily reads
and easily written
slow writing has but

QUALITY 20

Good writing is that which is
easily read and easily written.
Slow writing has but a little
value, and writing which

QUALITY 30

Good writing is that which is
easily read and easily written.
Slow writing has but a little
value, and writing which

QUALITY 30

Good writing is that which
is easily read and easily written.
Slow writing has but little
value, and writing which can not

QUALITY 40

Good writing is that which
is easily read and easily written.
X Slow writing has but little
value, and writing which can not

QUALITY 40

Good writing is that which
is easily read and easily
written. Slow writing has
but little value, and writing

QUALITY 50

Good writing is that which
is easily read and easily
written. Slow writing has
but little value, and writing

QUALITY 50

Good writing is that which is
easily read and easily written.
Slow writing has but little value,
and writing which cannot be

QUALITY 60

Good writing is that which is
easily read and easily written.
Slow writing has but little value,
and writing which cannot be

QUALITY 60

Good writing is that which is
easily read and easily written.
Slow writing has but little
value, and writing which cannot

QUALITY 70

Good writing is that which is
easily read and easily written
Slow writing has but little
value, and writing, which cannot

QUALITY 70

Good writing is that which
is easily read and easily written.
Slow writing has but little
value, and wri

QUALITY 80

Good writing is that which
is easily read and easily written.
Slow writing has but little
value, and wri

QUALITY 80

*Good writing is that which
is easily read and easily writ-
ten. Slow writing has but little
value, and writing which can*

QUALITY 90

WITHDRAWN



3 0112 115431170

PUBLISHERS EXHIBIT
I. S. N. U.